

Inspection report for early years provision

Unique reference number	EY271630
Inspection date	06/07/2009
Inspector	Rasmik Parmar
Type of setting	Childminder

Introduction

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision. 'Early years provision' refers to provision regulated by Ofsted for children from birth to 31 August following their fifth birthday (the early years age group). The registered person must ensure that this provision complies with the statutory framework for children's learning, development and welfare, known as the *Early Years Foundation Stage*.

The provider must provide a copy of this report to all parents with children at the setting where reasonably practicable. The provider must provide a copy of the report to any other person who asks for one, but may charge a fee for this service (The Childcare (Inspection) Regulations 2008 regulations 9 and 10).

The setting also makes provision for children older than the early years age group which is registered on the voluntary and/or compulsory part(s) of the Childcare Register. This report does not include an evaluation of that provision, but a comment about compliance with the requirements of the Childcare Register is included in Annex B.

Description of the childminding

The childminder has been registered since 2003. She lives with her husband, one adult child and two children aged 14 and 10 years, in a house in Saville Park, Halifax. The whole of the ground floor and main bedroom on the first floor on the first floor is available to children. There is a fully enclosed rear garden for outdoor play.

The childminder is registered on the Early Years Register, compulsory part of the Childcare Register and the voluntary part of the Childcare Register. She is registered to care for a maximum of three children on the Early Years Register and a maximum of three children on the compulsory part of the Childcare Register. Children attend a variety of sessions throughout the week. She is currently minding six children on the early years register and one child on the compulsory part of the Childcare Register.

The childminder attends the local carers and toddler groups on a regular basis. She is a member of the National Childminding Association and is supported by Calderdale Early Years Day Care Partnership.

Overall effectiveness of the early years provision

The overall quality of the provision is good. The childminder offers a safe, secure, well-organised, inclusive provision that supports children's welfare and learning needs. She knows the minded children well, arranging a varied programme of child-initiated and adult-led activities. Children are making steady progress in all areas, due to the good quality of care and education provided by the childminder. Systems for continuous improvement ensure priorities for future development are identified.

What steps need to be taken to improve provision further?

To further improve the early years provision the registered person should:

- plan appropriate play and learning experiences based on children's interests.

The leadership and management of the early years provision

The childminder's home is well organised to allow children to move freely in the lounge area to relax and develop different types of creative and imaginative play. She has a clear understanding of her role in making children feel comfortable and skilfully supports good quality child-led learning which children engage in happily as the resources provided are stimulating and interesting to use. The childminder continuously evaluates her practice and has taken feedback from parent questionnaires to improve her service.

Overall the childminder works effectively with parents. For example, good quality information is available through parents having access to clear written policies and procedures in a well presented booklet, and parents having access to their child's progress folders at any time. Parents are appropriately encouraged to share what they know about their children through ongoing discussions and the completion of child record forms. Parents of younger children are provided with further information, such as feed, sleep and nappy change times.

There are good systems in place to promote inclusion and the childminder works cooperatively with parents to support their flexible work patterns. She ensures that activities offered to boys and girls support their creativity and appropriately promote their differing interests. The environment is welcoming and organised so that children can access toys and equipment independently. Children are beginning to learn about how other people live and have celebrated cultural festivals, such as the Chinese New Year. Learning is further consolidated through enjoyable cooking activities, such as making pancakes.

The quality and standards of the early years provision

Children make good progress in their learning and development. The childminder fully utilises the local amenities, such as parks, farms and childminding and toddler groups to help children develop positive qualities, especially in their social development, and enable them to contribute effectively later in life. Children play in a warm, bright environment and settle quickly as the childminder has a positive attitude, and forms good relationships with children and their parents.

The childminder has made a very good start at keeping profiles of children to include good quality observations linked to the six areas of learning, with photographic evidence. These are evaluated and the 'next steps' are identified. However, the 'next steps' are then not followed through to inform future planning. Children initiate activities and make decisions regarding their play as they explore the wide range of resources. The childminder is knowledgeable about the abilities and preferences of the individual children in her care.

Younger children enjoy a good range of activities, such as craft, dressing up and playing with small world figures. The childminder encourages them to think about favourite games and activities. As a result, children know their ideas are valued, their feelings acknowledged and this helps support their confidence and self-esteem.

The childminder has a good awareness of maintaining children's health and safety. She helps younger children in her care to stay safe by ensuring they wear safety reins, wrist straps and stand on the buggy board when going out for walks. Children also learn about road safety and the need to stay close to the childminder.

The promotion of communication, language and literacy is supported by ensuring favourite books are always available, encouraging children to focus and talk about their experiences, using open ended questions and then giving them time to

answer. Children have opportunity to develop their skills in technology by using the computer with a selection of interactive educational programmes that promotes their creative thinking. Children develop their skills in numeracy through daily opportunities in counting and solving puzzles and jigsaws.

The childminder provides children with a good balance of meals to include fresh fruits for snack and independent access to water to promote healthy eating. Children have good opportunities to develop physical skills by playing on apparatus in the local parks and running in the open spaces whilst breathing in fresh air.

The childminder's home is very well maintained and very clean. She reduces the risk of cross infection by encouraging children to follow good hygiene routines and ensure they wash their hands before mealtimes and after toileting.

Annex A: record of inspection judgements

The key inspection judgements and what they mean

Grade 1 is Outstanding: this aspect of the provision is of exceptionally high quality

Grade 2 is Good: this aspect of the provision is strong

Grade 3 is Satisfactory: this aspect of the provision is sound

Grade 4 is Inadequate: this aspect of the provision is not good enough

Overall effectiveness

How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?	2
How well does the provision promote inclusive practice?	2
The capacity of the provision to maintain continuous improvement.	2

Leadership and management

How effectively is provision in the Early Years Foundation Stage led and managed?	2
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	2
How well does the setting work in partnership with parents and others?	2
How well are children safeguarded?	2

Quality and standards

How effectively are children in the Early Years Foundation Stage helped to learn and develop?	2
How effectively is the welfare of children in the Early Years Foundation Stage promoted?	2
How well are children helped to stay safe?	2
How well are children helped to be healthy?	2
How well are children helped to enjoy and achieve?	2
How well are children helped to make a positive contribution?	2
How well are children helped develop skills that will contribute to their future economic well-being?	2

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Annex B: the Childcare Register

The provider confirms that the requirements of the compulsory part of the Childcare Register are:	Met
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The provider confirms that the requirements of the voluntary part of the Childcare Register are:	Met
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